Get them Involved,

Get them Engaged!

Thank you for joining us today. We have organized this workshop to include fun fast-paced activities which you can use in your classroom for any topic and at any level. Some of these activities are games that we have developed, however, we have learned about many of these activities through various workshops, websites, listserv, and teacher collaboration days. All of the activities that we have chosen to include encourage classroom participation through game based practice to help increase your students’ proficiency in the TL. Our students love them and we know yours will too! If you have any questions or suggestions, please contact us at [phensler@honeoye.org](mailto:phensler@honeoye.org) or [heidisconnell@gmail.com](mailto:heidisconnell@gmail.com)

Presentation by Penny Hensler, French teacher from Honeoye Central Schools, and Heidi Connell, French teacher from Canandaigua Middle School, for the NYSALFT Rochester Spring Conference March 5, 2016.

**Activities:**

1. Adverb Guessing game
2. Sneak a Peak
3. See-Draw-Tell
4. ESP- Partner Guess
5. 1-2-3-4 Go
6. Discovery
7. Snowball Fights
8. Dice Games
9. Quiz Quiz Trade
10. Hallway Circle Games
11. Pool Noodle Game
12. Grammar Personification
13. Musical Verbs
14. Where is Teddy
15. Body Building Game
16. Steal My Value
17. Quick Circle
18. Magic 6
19. Skittles
20. Musical Chairs
21. Touch your nose and tap
22. Hot and Cold
23. Pac Man
24. Speed Writing
25. Outburst
26. Random Word Chooser
27. Luck/de la chance/suerte
28. Online Resources
29. Tic Tac Toe
30. Kick me

**1. Adverb guessing game**

All levels of proficiency

Recommended time: 10 minutes

**Materials**

flashcards with adverbs

hat/washcloth/bag

cookies

**To play:**

1. Put the adverb flashcards in a hat.

2. Have a student pull out an adverb and take a cookie.

3. The student must eat the cookie the way the card says to – carefully – quickly – politely – loudly, etc.

4. The other students in the class try to guess

5. This game could be played for points.

6. Consider making multiple games so the students can play in small groups.

**Notes:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Sneak A Peak**

All levels of proficiency

Recommended time: 20-30 minutes

**Before you play:**

The teacher will hang 6 signs up in the hallway, each will have a list of current vocabulary words in the TL.

Group desks into 6 distinctive groups.

Place one envelope at each desk group with images that correlate with each of the vocabulary words on the list and up to 4 more distractor images.

Provide an answer sheet for each group.

**To play:**

1. When the game begins, the students will take turns going out to the hallway to look at the list of vocabulary words for their one student per group can go out to the hallway at a time.

2. The student comes back in and reports to the group the words in the TL.

3. The students put the images in order as they are listed in the hallway.

4. The next student goes out and the process is repeated until the team is confident that they have the images in the same order as they are listed in the hallway.

5. The team calls the teacher over to check their work.

6. IF it is incorrect, the team continues the process until it is correct.   
IF it is correct, the team writes the words in the TL on the answer sheet.

7. The 1st team to finish gets 6 points, the 2nd team gets 5 points, the 3rd team gets 4 points and so on.

8. When all of the groups are done, they will rotate to a new table with a new group of words.

9. After each group has been to each table, the team with the most points wins. The entire game should be played in TL.

**3. See-Tell-Draw**

All levels of proficiency

Recommended time: 20-30 minutes

**Before you play**

The teacher will hang 6 pictures in the hallway. The picture should be hidden from the other groups so that if the jobs change, the students haven’t already seen the picture. I will hang the folder outside the classroom and stick the picture to the inside of the folder.

Group desks into 6 distinctive groups.

Provide an answer sheet for each group.

**To play:**

1. The students will work in groups of 3-4 students. Each group will have 1 see-er, 1-2 tellers, and 1 draw-er.

2. The See-er goes outside to study a picture for a given amount of time.

3. Tell-er stands by the door and listens to what the see-er describes about the picture.

4. The tell-er then goes to the draw-er and describes what the see-er has described.

5. The draw-er then draws what the tell-er has described.

6. The tell-er goes back to the see-er and gathers more information. The tell-er can ask 2 questions to clarify. See-er then goes back outside and repeats the process until the group is confident that they have recreated the picture from the hallway.

7. If there are 2 tell-ers, they will take turns getting the information from the see-er and can work together to understand and tell the draw-er. All questions and explanations should be done in TL.

8. This activity should be done at the end of a unit and the students are only allowed to speak in TL.

**Notes:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. ESP - Partner Guess**

All levels of proficiency

Recommended time: 20-30 minutes

**To play:**

1. Students are given a list of up to 20 questions with choices – Do you like to ski or snowboard? Secretly - they answer the questions in complete sentences.

2. Teacher then matches students up.

3. The students then guess their partner’s answers by circling them.

4. After they guess, they take turns asking and answering questions in the TL.

5. If they guessed correctly – they earn a point.

6. The student with the most points at the end wins.

**Notes:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Je m’appelle: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ESP – Answer the following questions in complete sentences. When you are done – underline or highlight the answers you think your partner will choose. You have to answer every question even if it’s not true. Take turns asking each other if what you do.

1. Tu fais du bowling ou de l’équitation ?

2. Tu préfères faire du ski nautique ou du ski alpin ?

3. Tu vas à la pêche ou à la chasse ?

4. Tu tricotes ou tu cuisines ?

5. Tu as beaucoup de temps libre ou tu n’en as pas beaucoup ?

6. Tu fais du snowboard ou tu fais du vélo ?

7. Tu préfères marcher ou conduire ?

8. Tu joues aux jeux vidéo ou tu fais de la randonnée en été ?

9. Tu fais du camping ou tu restes dans un hôtel quand tu fais un voyage ?

10. Tu joues au baseball ou tu joues au basket ?

**5. 1-2-3-4 Go!**

All levels of proficiency

Recommended time: 10-15 minutes

**Materials**

whiteboard

markers

erasers

Teacher created PowerPoint for translations

**To play:**

1. Students in each row are given a whiteboard, marker, eraser and number. The first person in each row is #1, the second #2 etc.

2. The teacher will create a PowerPoint with a word in English or an image of a vocabulary word or subject/verb or grammar point on each slide.

3. All of the students write the answer on their whiteboard.

4. The teacher rolls the die and call out the number (in my class only 1-4). If I call "2", the 2s from each team hold up their whiteboards and get a point if it's right. If one row has only 3 students, the students take turns being #4.

5. The team with the most points at the end of the game wins.

**Notes:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6. Discovery**

All levels of proficiency

Recommended time: 10 minutes

**To play**

1. Students are given a sheet with a list of possible activities in the infinitives – for example – to make cookies, to go to the grocery store.

2. Students are then instructed to choose 5 activities and write them in complete sentences in the box.

3. They are then partnered and they take turns to find out what the other person’s activities are by asking questions in the TL. (Did you make a cake? )

4. After their partner answers - they say one of the responses – what a joke! That’s not true!

5. The winner is the student who correctly guesses their partner’s answers.

**Notes:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

français 8 Nom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

La découverte – les verbes en er

Choose 5 activities from the list that you do after school. Conjugate them with « Je » in the box to the right. Ex : Je skie à Bristol.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_1. Manger trente escargots.

\_\_\_\_\_2. Parler avec des amis

\_\_\_\_\_3. Regarder la télé

\_\_\_\_\_4. Danser dans le supermarché

\_\_\_\_\_5. Jouer à un sport

\_\_\_\_\_6. Etudier le français

\_\_\_\_\_7. Rester à la maison

\_\_\_\_\_8. Aider mes parents

\_\_\_\_\_9. Oublier mes devoirs à l’école

\_\_\_\_\_10. Travailler beaucoup

\_\_\_\_\_11. Jouer du saxophone

\_\_\_\_\_12. Marcher à Subway

\_\_\_\_\_13. Ecouter de la musique française.

\_\_\_\_\_14. Nager dans ma baignoire

Comments :

Tu blagues. – you’re are joking

Ce n’est pas vrai. – it’s not true

Quelle bonne idée! – what a good idea

C’est dommage. – that’s too bad

Pourquoi pas ?- why not ?

Quelle galère! What a pain!

C’est génial! That’s awesome awesome!

1. Without letting your partner see, choose 5 activities and write them in the top box.

2. Take turns with your partner asking – Do you do this – Est-ce que tu Be sure to add a comment after your partner answers.

3. Keep track of your partner’s activities in the long box on the right.

4. The winner guesses his/her partner’s activities first.

**7. Snowball fights**

All levels of proficiency

Recommended time: 10 minutes

**This activity can be incorporated into many different situations with different levels of preparation.**

**Examples:**

--As a homework assignment, ask the students to create a 10 word vocabulary quiz with the questions on one side and the answer key on the back side.

Once in class and the homework is checked in, the students crumple up the paper to create a paper “snowball” and throw it. The kids have a “snowball” fight for a designated period of time (about 3 minutes). When the timer sounds, the students find a snowball, open it up and solve the quiz. They check their answers on the back of the worksheet.

--As a warm up or in class activity, ask the students to write a short paragraph description. They can describe themselves, either physical features or personality, or the clothes they are wearing, etc.

Once everyone has finished (give a time limit), ask the students to crumple up the sheet and begin the snowball fight. When the timer sounds, the students find a snowball, open and read it. Using the information, they need to identify who is being described.

--As an in class activity ask the students to use the information of the unit to write a riddle type description. This could be the items that are sold at a specific store, school supplies needed for a specific class, or activities done at a specific location.

Once everyone has finished (give a time limit), ask the students to crumple up the sheet and begin the snowball fight. When the timer sounds, the students find a snowball, open and read it. Using the information, they need to identify the answer to the riddle. They can check the answer with the students who wrote the description.

**8. Dice game for Conjugation**

All levels of proficiency

Recommended time: 5-10 minutes

**Materials**

Die

Dice game board

**To play**

1. Students will be paired in groups of 2. One student will be a roller and the second student will be the writer.

2. Each student pair will receive one die and one game board.

3. The game board will be a grid of verbs. These can be current unit verbs or review verbs. To make the board more difficult, place irregular verbs within the grid.

4. When the teacher signals to begin, the roller will roll the die directly on to the game board.

5. The students will conjugate the verb where the die lands on the game board.

6. Verb will be conjugated based on the following rolls:

1—Je

2—Tu

3—Il

4—Nous

5—Vous

6—Ils

7. The writer will write the conjugation (subject pronoun and verb) on a separate piece of paper.

8. The teacher will time the conjugation, allowing only 5 minutes for conjugating. The teams will hand in their conjugations—the team with the most correct conjugations wins.

|  |  |  |
| --- | --- | --- |
| acheter | payer | demander |
| commander | donner | avoir |
| parler | aimer | adorer |
| manger | déjeuner | penser |
| entrer | écouter | habiter |
| étudier | couter | rentrer |

|  |  |  |
| --- | --- | --- |
| llegar | estar | bajar |
| subir | ir | volar |
| viajar | aterrizar | salir |
| pagar | mandar | enviar |
| firmar | quedarse | hacer |
| despagar | visitar | rentrer |

**Dice game for verb conjugation**

**All levels of proficiency**

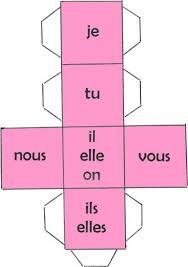
**Recommended play time: 5 to 10 minutes**

1. Use 2 dice (preferably of 2 different colors).

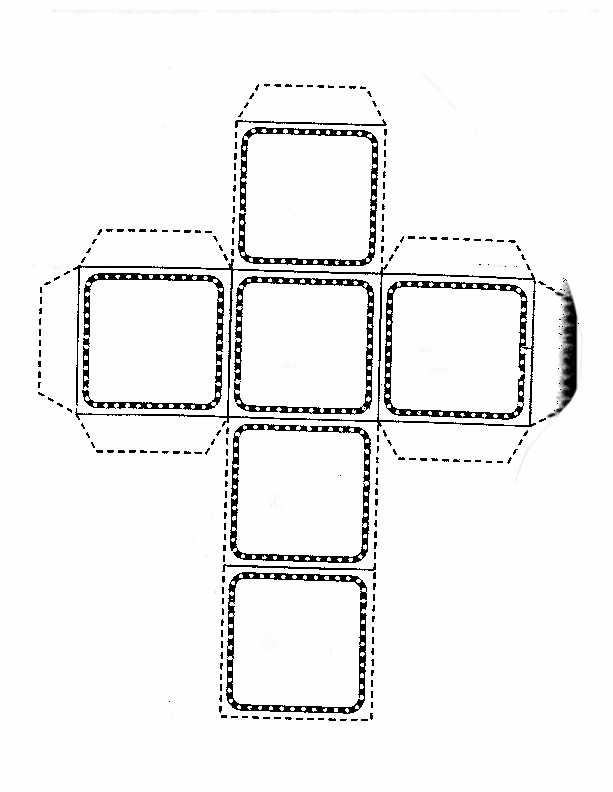
2. On the board, number from 1 to 6 in two columns, A and B. Under the A column, put a different infinitive by each number. Under B, put different subjects.  
3. The first die determines the verb and the second determines the subject.  
4. One team rolls the dice. The person who rolled must give the correct verb form.  
5. If they say the form correctly they win the total they rolled on the dice. If they don't say the form correctly they lose that amount of points. Doubles get the student another turn, but 3 doubles in a row and they lose all points from their turn.

6. Teacher can make dice with subject pronouns and verbs.

7. Another option: teacher makes dice with subjects and verbs – students compete to do as many as possible. Teacher can also add a third die with places/adverbs. .



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**9. Quiz Quiz Trade**

All levels of proficiency—based upon topic and grammar expectation

Recommended time: 5-15 minutes

**To play:**

1. The teacher will prepare the quiz quiz trade cards. On one side of the card, the teacher will put a question in the TL, word for translation, picture for identification, verb conjugation, etc.

2. On the reverse, the teacher will re-write the question/ activity and the answer.

3. The teacher will distribute the cards to the students.

4. When the activity begins, the students will stand up put one hand in the air. This signals to the other students that he/she needs a partner.

5. When two students come together to be partners, they begin with a high five. This indicates that they are partners (more middle school)

6. Each student takes turns answering the question or completing the activity as listed on the front of the card. The student with the card verifies the answer.

7. After each student quizzes the other, the students trade cards, put their hands in the air and find a new partner.

**Notes:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**10. Hallway Circle Games**

All levels of proficiency—based upon topic and activity

Recommended time to play: 15-30 minutes

There are so many ways to get your kids up and playing with a larger space. I typically take my students to an area in the hallway where they can make one or more large circles. There are some great variations to the old fashioned circle camp game that can be added to any LOTE classroom.

**Subject Pronoun Game:**

1. Students stand in a large circle. One student will be in the center of the circle.

2. The teacher will give each of the students in the circle a card with a subject pronoun.

3. Students will put the card on the floor by their feet.

4. The student in the center of the circle will call out a subject pronoun in English.

5. The students who are standing on the same subject pronoun in the target language will move. The person in the center will try to steal one of the spots in the circle.

6. The person who does not have a spot in the circle becomes the next caller.

\*\*\*In between calls, the students should take one step to the right, thus changing the subject pronoun.

\*\*\*You can play this with singular subject pronouns, then plural subject pronouns, then challenge the students by using both singulars and plurals.

**Color game:**

1. The students will stand in a large circle, with one student in the center.

2. The student in the center calls out a color in the target language.

3. The students who are wearing that color will move to a new spot.

4. The student in the center (the caller) will try to steal one of the spots in the circle.

5. The student who does not have a spot in the circle becomes the new caller.

**Questions and Answers:**

1. The students will stand in a large circle on a card which designates their spot. One student will be in the center of the circle.

2. Before the game begins, all of the students will all close their eyes. The teacher will then select one student by tapping him/her on the shoulder.

3. The selected student will not answer the question that is asked by the student in the center. Instead, he/she will respond with a silly phrase. \*\*\*In the past, I have used phrases like Hatchi Patchi, Mumbo Jumbo, LaDee DaDee.\*\*\*

4. To begin the game, the teacher will give the students a question that all of the students can answer. This will be in the target language and reinforce what is being studied.

5. The student in the center will ask the question to the students in the circle.

6. All of the students will respond, with the exception of the chosen student (see #3). The chosen student will say your phrase.

7. When the students hear this phrase, all of the students will leave their space and find a new place. \*\*\*They must move at least 2 spaces from where they began\*\*\*

8. The student without a space becomes the new caller and the game continues with the same or a different question.

Notes:

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**11. The pool noodle game…**

All levels of proficiency

Recommended play time: entire period

**Materials:**

pool noodle

verb or picture cards

**To play:**

1. Classroom needs to be prepared to accommodate student circles or gym can be reserved for this activity (hence plan on playing this game for the entire period)

2. Students stand in 3 or 4 circles with team mates. One student stands in the middle holding a pool noodle.

3. Each student holds up a large index card with a question on one side and answer on the other (or a vocab word in French/Spanish/German on one side, with English on the other)

4. The teacher (or team captain) yells a question. Whoever has the answer facing out on their card must call the next person before being hit by the pool noodle holder. If hit, that person goes in the middle and the game re-starts.

5. Teacher needs to specify strict rules (only gentle hitting is allowed on the legs of the opponent, no ”ping-ponging” (back and forth with the same person) etc.

*Options and Suggestions*

Each student around the circle has a note card with a verb in the infinitive form.

Teacher conjugates one verb to a given subject pronoun. The student with that infinitive must conjugate another verb (as shown from the cards) to the same subject pronoun before being tagged by the person in the center with the pool noodle.

If the student is tagged with the pool noodle before conjugating a new verb, he/she moves to the center.

Tip: I have purchased recyclable plastic pouches and shoe laces to hang the flashcards from student neck, which makes it easier. The index cards get less damaged in this fashion. You can also use Zip lock bags with punched holes and strings.

**12. Grammar Personification**

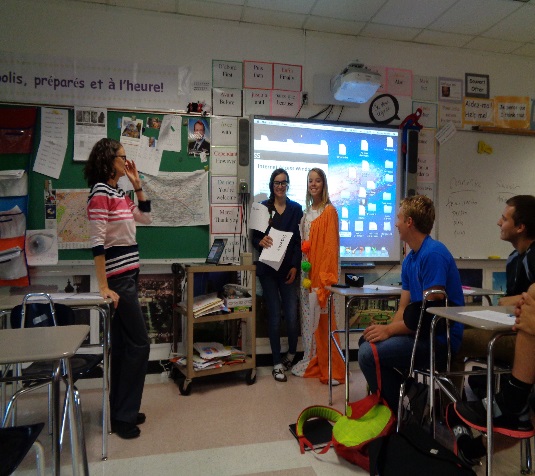
All levels of proficiency

Recommended play time: entire period

***Imagine what that grammar point would look like if it were a person and give him/her a name.***

*This works well when you have a difficult grammar point to teach – for example – the Imperfect and the Preterite – or the partitive and the definite article or the two to know verbs.*

For example – for the two verbs to know - Connie and Savy – Connie is dressed like a clown and Savy is dressed like a businessperson. Have two students actually dress up as the grammar point. I like them to make a grand entrance – usually I have them leave the room and “storm” in. After this, the other students are given papers – they must decide which paper goes with which person. For example – cards would say – memorizes facts - is familiar with people places and things, knows how to do a lot of things, knows my aunt, knows math, knows Paris, knows how to speak French.

****

**13. Musical Verbs**

All levels of proficiency

Recommended play time: up to 25 minutes

**Materials**

music (cd or iPod) with music in TL

one whiteboard, marker, and eraser per group

one set of subject pronoun cards per group.

teacher generated power point or smart notes file for game.

1. Divide the class into 4-6 groups with 4-5 members per group.

2. Teacher will create a power point for the game.

3. Students will put desks in a square and place the whiteboard, marker, and eraser in the center of the desk. Students will evenly distribute the cards to each player.

4. Teacher will begin playing music. As the music plays, the students will pass the cards from one player to the next.

5. When the music stops, the students will look to the screen. The power point will show a subject pronoun and a verb. The student with the card that matches the subject pronoun will quickly conjugate the verb on the white board.

6. The team to show the correct conjugation wins a point.

7. The team with the most points at the end wins the game.

Ideas for use:

This game can be used with all verbs and in all tenses. This can be used to practice ER, IR, RE, outlaw and irregular verbs in isolation or together.

**Musical Adjectives**

This game can also be used with adjectives. Rather than subject pronoun cards, the students will each have a card to identify number and gender. (masculine singular, masculine plural, feminine singular, feminine plural). The teacher will show a power point which will ask students to modify the adjective according to gender and number.

To make the activity more difficult, the power point would show a sentence and the student would modify the adjective based on the information in the sentence.

**14. Where is Teddy?**

All levels of proficiency

Recommended play time: 10-15 minutes

**Materials:**

Vocabulary Image worksheets/grids

Teddy Grahams or plastic teddy bears

pens or pencils

**To play:**

1. This works well with any vocabulary list that you have pictures for.

2. Have students work in pairs with a divider between them – so that their partner cannot see their workspace.

3. Students lay out their pictures of vocabulary words and then they are given 5 Teddy Grahams.

4. They place the Teddy grahams on random vocabulary words/pictures.

5. They then take turns guessing where the Teddy graham is hidden.

6. The winner guesses first.

7. As the partner guesses, they get to take off Teddy and eat him.

8. To keep track of where they have guessed they can put a mark on the paper.

**15. Body Building Game**

**Beginners and Intermediate learners**

**Recommended play time: 10-15 minutes**

Materials needed

White boards/ markers

List on board of body parts and numbers of die

Die

1. Teacher divides the class into two teams (or more depending on size of class).

2. Teacher draws 2 featureless heads and bodies on board (no limbs).

3. Teacher writes the numbers if die with corresponding body parts (1 – eye, 2 – ear, 3 – nose, 4- mouth, 5 – arm and 6 – leg).

4. Teacher asks teams alternately a vocabulary, verb or grammar question. If they are correct, they roll a die. They then add the body part to their person. Each team can only have the normal amounts of each body part. They add nothing if they roll a body part that is already drawn.

5. The winning team completes their person or monster first.

**Notes:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**16. Steal my value…**

**All levels of proficiency**

**Recommended play time: 5 to 10 minutes**

1. Teacher writes different award values on little folded papers and places them in a basket (example: one homework pass, 3 extra quiz points, one piece of candy, lunch with the teacher, verb conjugation book mark, French pencil, French button etc.) I will often use a French hand cloth or beret or sombrero.

2. Teacher then asks for a vocab word or grammatical concept (conjugation etc.). The first student who raises his/her hand gets whatever award is on the paper. When all ten awards have been given, students can STEAL awards from others.



**Notes:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**17. Quick Circle-vocabulary practice game**

All levels of proficiency

Recommended play time: 15 to 20 minutes

**materials**

quick circle board

markers

1. Students will play against one or two partners.

2. The teacher will create a game board by writing or typing current vocabulary words in varying directions or fonts.

3. Each group of players will get different colored markers and a game board.

4. The teacher will call out a word in English.   
5. The students will compete against his/her partner to find and quickly circle the correct word in the TL.  
6. The student with the most circles at the end of the game wins.

la ganga

el cajero

el móvil

el dinero

el cajero

las joyas

el anillo

hermoso

la caja

la tienda

**el descuento**

el cambio

la venta

el dependiente

el tamaño

el collar

el precio

la talla

el brazalete/la pulsera

la cartera

el regalo

el reloj pulsera

el dólar

los aretes/pendientes

el MP3

**18. Magic 6**

All levels of proficiency

Recommended time: 10-15 minutes

**Materials:**

1 die

1 pencil

Each student will have a magic 6 worksheet

**Directions:**

1. Students will get into groups of 2-4 students.

2. Every student will have a magic 6 worksheet. Each group will get one pencil, and one die.

3. One student will have the pencil and the worksheet. This student will begin the game. The student to the right will have the die.

4. When the game begins, the student with the pencil will begin identifying or translating the vocabulary listed on the worksheet. The student with the die will begin quickly rolling the die trying to roll a 6.

5. When the student rolls a 6, he/she will say in the TL, give me the pencil.

6. At that time, even if in mid word, the student will hand over the pencil to the student with the die.

7. The student with the die will pass it one student to the right.

8. The game will continue until one student has translated or identified all of the words listed on the worksheet.

9. To increase the difficulty, you could set a timer.

Variations:

Rather than using vocabulary words in English, you could use images,

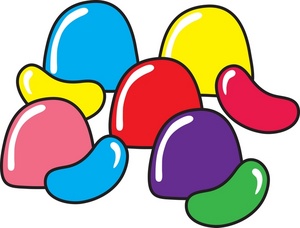
Place subject/verbs in the box and ask the students to conjugate.



**19. Skittles**

All levels of proficiency—based upon topic and activity

Recommended time to play: 20-40 minutes



**Materials Needed:**

Sentence pages on colorful papers

Small candies like Skittles or M&Ms

Whiteboards, Markers, and Erasers

**To play:**

1. The teacher will prepare papers with multiple sentences which address vocabulary and grammar structures addressed in the unit.

\*\* Generally, we write about 6 sentences per page, and then format into columns so that we can fit four sets of cards per page.

\*\* You will need to create at least 5-6 different colored papers with different sentences for this activity.

2. The teacher distributes whiteboards, markers, erasers, a set of colored papers and a small amount of candy to each set of partners.

3. The students take turns reading and writing. The student who is writing takes a piece of candy.

4. The reading students finds the paper that corresponds with the color candy and chooses a sentence. The reading student reads the word or sentence to the partner.

5. The writing partner writes the sentence in the TL. If the sentence is correct, the student eats the candy. If the sentence is incorrect, the student must wait until the next turn to try a new sentence on the same paper.

6. The activity continues as the two partners switch between reading and writing.

**20. Musical Chairs-for vocabulary or grammar practice**

**All levels of proficiency**

**Recommended play time: 15-30 minutes**

• This is a great activity for practicing vocabulary identification and translation, verb conjugations, or other quickly identifiable grammar points.

***Preparation***:

Before the activity begins, the teacher will create one card per desk in the classroom. The card will have the activity that is expected of the students. This can be a picture for identification in TL, a word to be translated to TL or from TL to English, a subject pronoun and infinitive for conjugation, a sentence to be made negative, a noun missing its article or any other grammar point that can be done quickly. The teacher will also prepare an answer sheet with a space for each card.

1. While seated in his/her original seat, the student will flip over the card and do the activity which is written on the card. If the activity is to translate, the student will translate the word on the line on the answer sheet which corresponds with the number on the card. If the activity is to conjugate, the student will conjugate the verb on the line on the answer sheet which corresponds with the number on the card.

2. The student will flip the card over when he/she has finished.

3. The teacher will begin playing music, students will get up and move/dance around the room until the music ends.

4. When the music ends, the student will find a new seat and a new card. Turn over the card and do the activity which is identified on the card.

5. The goal is for the students to do all of the activities on all of the cards. You can collect this information and use as a formative assessment measure or review the answers as a whole group activity.

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**21. Touch your nose and tap**

All levels of proficiency

Recommended play time: 5-15 minutes

1. Students are in pairs, seated, facing one another, with at least one desk-table in between them.

2. They place their flashcards with vocabulary words in front of them, FL side facing up (maximum of 20 cards)

3. Students are instructed to place their right index finger on their nose in the TL

4. Teacher calls a word in English.

5. When one person of the pair finds the word, they grab it, check its translation on the back and it is worth one point.

6. By the end of the game, the one person who has the most cards wins. And receives a prize of your choosing.

**Notes:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

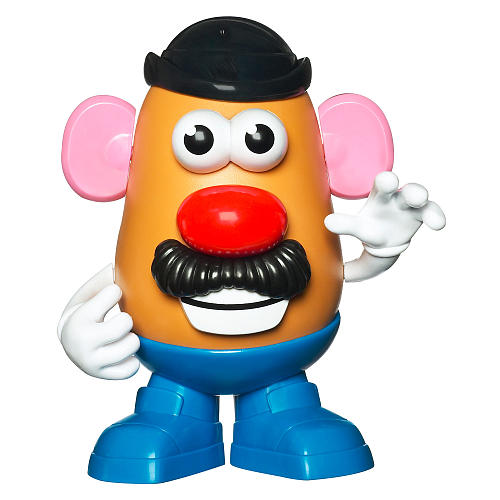
**22. Hot and Cold**

**For beginners to intermediate level students**

**Recommended play time: 5-10 minutes**

1. Teacher finds objects that represent vocabulary from the unit.   
2. Choose an object that will be hidden. Show the object to the students. Send one person into the hallway.   
3. Pick a student to hide the object somewhere in the room. It must be partly visible.   
4. Have the student who was in the hallway come back into the room.   
5. Students say the TL word for the object that was hidden over an over – getting quieter as the person gets farther away and louder until they are near the object.   
Suggestions:

You can keep track of the time it takes the student to find the objects to make it more of a contest. Some of the objects that work well are potato head parts, classroom vocabulary, Barbie or Ken clothing, or plastic food.



**23. Pacman**

All levels of proficiency

Recommended time: 20-25 minutes

**To play:**

Pacman is a game of elimination. The aim is to be the last one standing.

1. Students spread out around the room.

2. The teacher asks a question in the TL, the students will then raise their hands to answer.

3. The first one with their hand up has the first chance to answer the question.

4. They must answer it correctly if they don’t, they are out and return to their seat.

5. If it is answered correctly they make take two steps and if they can tap someone on the shoulder they are eliminated.

6. They can only get one person out at a time. Then the teacher asks another question and the same process applies. Until you only have one person left standing.

Helpful Hints:

* When you have a large class start by dividing the room into 2 so you can see all the players clearly.
* You can have “special questions” that are really difficult and if answered correctly the students can take two steps but can eliminate as many people as they can OR they can take four steps instead of two.
* If you ask a question and the students who are still playing can’t answer it ask the students who have been eliminated and if they answer it correctly they can return to the game.
* You can ask other students to become the person who asks the questions.
* Be sure to have an activity ready for the students to complete after they have been eliminated.

**24. Speed Writing**

All levels of proficiency

Recommended time: 10-15minutes

To play:

1. Give the students two minutes to write as many sentences as they can (in the TL).

2. At the end of the two minutes the students swap work and get a point for every correct sentence they have written.

3. Whoever gets the most sentences wins.

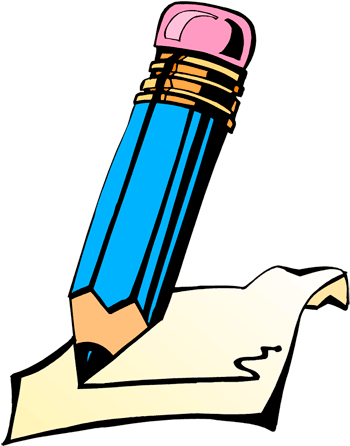
4. Then discuss how basic sentences can be easily modified to write different sentences.

5. After a few rounds limit the number of times they can write sentences about peoples ages and names etc.

6. Once the students are familiar with the game, change the scoring system award extra points if students use current vocabulary or longer sentences that include because.

Helpful Hints:

* Get the student to correct each other’s work. After a few rounds, errors can result in minus points. The students get very good at correcting work and writing and start looking for common errors like word order.



**25. Outburst**

All levels of proficiency

Recommended time: 30 minutes

**Materials Needed:**

Each team will need a whiteboard, marker, and eraser.

Teacher will create Outburst game to review unit grammar and vocabulary.

**To Play:**

This game is based on the board game Outburst. It is a word sort game, where the teacher gives the topics and the students work together to brainstorm as many words in the TL which will fit within the topic.

1. Teacher will create an outburst game in smart notes. This game is created by identifying topics and groups. Based upon the current unit of study or grammar, the teacher will create titles for the slides and give a timer.

2. On the following slide the teacher will identify the top answers. This could be as many answers as the teacher want there to be.

3. The Smart Notebook file will contain as few or as many slides as the teacher chooses to include.

4. When the game begins, the teacher will show the topic slide and set the timer.

5. The students will work together to write as many answers as they can think of on their group whiteboard.

6. When the timer sounds, the students stop writing and the teacher goes to the next page.

7. The students verify their answers from the “Top Answers”. If any of their answers match, they get a point even if another team has the same answers.

8. The team with the most points at the end of the game wins.



**26. Random word chooser with cards.**

All levels of proficiency

Recommended time: 10-15minutes

**Materials**

This game is created in smart notes using the random word chooser activity in the interactive content.

3 sets of numbered cards 1-60

**Before you play:**

The teacher will create the game board by adding in words in English or TL.

The teacher will create three sets of cards, numbered from 1-60.

**To play:**

Begin by dividing the student into two groups. Hand one set of cards out to each group. The cards should be on different colored paper (I have made mine out of colored index cards so the kids easily know which students are on their team. The teacher will shuffle the cards and hand out an equal number of cards to each student.

The teacher will keep one set of numbered cards.

The teacher will pull two random cards. The student with the numbers called compete in the round. If the student holds both numbers, he/she can choose the team mate to compete.

The teacher will click on select, the random word chooser will choose a word. The student who identifies the word first, earns a point for the team.

The team with the most points at the end of the game wins.

**Notes:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**27. De la chance/Suerte with verbs**

All levels of proficiency

Recommended time: 20-30 minutes

**Materials:**

This is a game of both skill and chance. To begin, students are put into groups of 3-4. Each group will have one whiteboard, marker, and eraser.

The teacher will create a game board in smart notes to include a random word chooser with verbs in the TL, one spinner with subject pronouns, and one spinner with points. The point values will be both positive and negative, and also include options switch number order, trade points, go back to 0, etc.

**To play:**

1. The teacher will spin the spinner for the subject pronoun and choose select for the verb. The students compete to conjugate the verb to the subject pronoun.

2. The first team to complete the conjugation wins two spins, each team that answers correctly gets one spin.

3. The spinner has many options both to increase the point value and decrease the point value.

4. The writer changes with each new verb conjugation.

5. The team with the most points wins.

**Notes:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We highly recommend Kahoot ! and Quizizz – both of these are websites that are free and very easy to use – you can create your own lists or use ones that are already there. They are both very motiving and really get the students excited.

**29. Tic Tac Toe**

There are multiple ways to play Tic Tac Toe or have Tic Tac Toe differentiated activities available for your students.

#1-- Students are each given a game board – each game board contains two games – with 9 spaces (tic tac toe board). The first student chooses a spot to start. Their partner will tell them what they need to translate or say – if they get it correct – then both partners put an X or an O in that spot. This continues until someone wins or until a tie is declared. Students can change partners or continue on with second game.

We have included two types of tic tac toe worksheets.

#2—Vocabulary

Learning strategy Tic Tac Toe. The tic tac toe activity which we have included addresses the many learning styles. This tic tac toe allows your students to choose the way that they practice their vocabulary. This could be a binder reference for those “practice your vocabulary” homework nights or an in class activity.

**Tic Tac Toe A**

|  |  |  |
| --- | --- | --- |
| **1**  **la belle-mère**  **stepmother** | **2**  **le mari**  **husband** | **3**  **le cochon-dinde**  **guinea pig** |
| **4**  **le fils**  **son** | **5**  **le chat**  **cat** | **6**  **le cheval**  **horse** |
| **7**  **le beau-père**  **stepfather** | **8**  **le demi-frère**  **half-brother** | **9**  **la fille**  **daughter** |

|  |  |  |
| --- | --- | --- |
| **1**  **le poisson rouge**  **goldfish** | **2**  **l’oiseau**  **bird** | **3**  **la tante**  **aunt** |
| **4**  **la mère**  **mother** | **5**  **la soeur**  **sister** | **6**  **la femme**  **wife** |
| **7**  **un enfant**  **child** | **8**  **le père**  **father** | **9**  **la petite-fille**  **granddaughter** |

**Tic Tac Toe B**

|  |  |  |
| --- | --- | --- |
| **1**  **le petit-fils**  **grandson** | **2**  **le frère**  **brother** | **3**  **le neveu**  **nephew** |
| **4**  **le lapin**  **rabbit** | **5**  **les petits-enfants**  **grandchildren** | **6**  **la demi-soeur**  **half-sister** |
| **7**  **un animal domestique**  **pet** | **8**  **roux/rousse**  **red-headed** | **9**  **pénible**  **annoying** |

|  |  |  |
| --- | --- | --- |
| **1**  **les yeux**  **eyes** | **2**  **les cheveux**  **hair** | **3**  **méchant(e)**  **mean** |
| **4**  **marrant(e)**  **funny** | **5**  **paresseux/paresseuse**  **lazy** | **6**  **gentil/gentille**  **nice** |
| **7**  **genial(e)**  **awesome** | **8**  **le nez**  **nose** | **9**  **fort(e)**  **strong** |

**Review Tic-Tac-Toe**

**Directions: You and your partner will take turns translating the words on the game board to get “tic-tac-toe.” In order to get your “x” or “o” you must say the correct word. If you are incorrect, you don’t get to put your “x” or “o” on that spot and you lose your turn. If you aren’t sure if your partner is right, ask me! ☺**

|  |  |  |
| --- | --- | --- |
| **22** | **40** | **8** |
| **17** | **30** | **0** |
| **45** | **42** | **41** |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **1** | **5** | **16** |
| **20** | **25** | **3** |
| **11** | **7** | **18** |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **70** | **74** | **79** |
| **80** | **90** | **100** |
| **85** | **95** | **93** |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **50** | **56** | **61** |
| **65** | **67** | **59** |
| **53** | **55** | **62** |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **15** | **67** | **45** |
| **96** | **28** | **31** |
| **72** | **83** | **94** |

|  |  |  |
| --- | --- | --- |
| **20** | **10** | **90** |
| **40** | **80** | **50** |
| **70** | **30** | **60** |

Tic Tac Toe

Choose 10 vocabulary words and choose one of the activities below

|  |  |  |
| --- | --- | --- |
| Body Smart   * Build a representation of the words/phrases * Play charades * Mime the activity/act it out * Role play with a connection to a sports setting—set up the scene or put action to the words   Show to the class or hand in a video of you doing the actions | Picture Smart   * Make a color by worksheet (French in the picture, assign an English word to the words) * Draw a picture and label * Create a storyboard or mural * Draw a picture of cartoon to tell a story of the words * Draw a picture of the word using objects that are the word. Example: write the letter crayon with letters that look like pencils. * Flashcards- word in French with a picture on the other side. | Music Smart   * Write a song * Create a rap * Create a cheer (could be spelling out the words too)   If you choose one of these activities, you will need to show in front of the class or hand in a video or audio recording along with the script. |
| Self Smart   * Connect a vocabulary word to a feeling or emotion. * Create a story or drawing to describe the feeling.   (example: lundi makes me feel sad because I have to go back to school but I love venredi because I have the whole weekend ahead of me) | WILD  Choose another activity which helps you to learn your vocabulary. This cannot be any of the activities listed on this sheet. | Word Smart   * Write vocabulary words 5 times each in French and then in English you will describe the definition in your own words. * Create a crossword puzzle, matching worksheet, word find, etc…you will need to hand in a copy of the worksheet and the answer key (which you have solved yourself) The words should be in French for one part and English for the other. |
| People Smart   * Describe a character with vocabulary * Make up a character using the vocabulary. * Create a skit with the vocabulary and act it out with your classmates. * Write a biography of someone famous using unit vocabulary. | Nature Smart   * Draw a picture to create an analogy to nature with vocabulary. * Write a story to create an analogy to nature with vocabulary   (example: the flowers say bonjour to the sun each matin).  (using plants, animals, ecology or natural world) | Number Smart   * Organize the vocabulary words into patterns (add an -e adjectives, eux adjectives etc.) * Create a chart showing how the vocabulary words are similar and different. * Create a formula for memorizing (mnemonic device—like “BAGS” for adjectives) |

**30. Kick Me**

All levels of proficiency

Recommended time: 20 minutes

**To play:**

1. The teacher makes a list of vocabulary words – one word per student.

2. For each word – teacher writes a definition in the TL.

3. On a grid with one column for the word and one column for the definition, the teacher writes in either the word or the definition.

4. The missing part (either the word or the definition) is written big on a piece of paper.

5. Students are given paper with grid and then a paper is attached to their back.

6. The students circulate around the room filling in their grids until their grids are complete.

7. For students who need more time – teacher can give them sheet with answers or differentiate and give them less to do.



|  |  |
| --- | --- |
| Word in TL | Definition |
|  | Students choose an adverb and act it out while eating a cookie or Teddy Graham. |
| Sneak-a-Peak |  |
| See-Tell-Draw |  |
|  | Students try to guess what their partner’s answers are. |
|  | This game involves students in rows – teacher picks a row to correct and earn points. |
| Discovery |  |
|  | Involves crumpling up paper and throwing it. |
|  | Involves throwing a die or dice and conjugating verbs |
| Quiz Quiz Trade |  |
| Hallway Circles |  |
|  | Students get « Hit » with a pool noodle if they are not quick enough. |
|  | Students portray grammar points as people. |
| Musical Verbs |  |
| Where is Teddy ? |  |
| Body Building Game |  |
|  | Involves « stealing » points from other students. |
| Quick Circle |  |
| PacMan |  |
|  | Involves a smartboard and some random cards. |
| Kick Me |  |